

Utah State Board of Education

core standards

for

DRIVER EDUCATION

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The Utah State Board of Education, in January of 1984, established policy requiring the identification of specific core standards to be met by all K-12 students in order to graduate from Utah's secondary schools. The Utah State Board of Education regularly updates the Utah Core Standards, while parents, teachers, and local school boards continue to control the curriculum choices that reflect local values.



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The
Utah
Core

Standards are aligned to scientifically based

content standards. They drive high quality instruction through statewide comprehensive expectations for all students. The standards outline essential knowledge, concepts, and skills to be mastered at each grade level or within a critical content area. The standards provide a foundation for ensuring learning within the classroom.

The Organization of the Driver Education Core. The Utah State Driver Education Core Curriculum is designed to support the delivery and organization of high school classes throughout Utah. Elements of the Core include:

- **INTENDED LEARNING OUTCOMES** describe student learning that enables life-long behaviors that promote safe driving.
- **A STANDARD** is a broad statement of what students should understand. Several objectives are listed under each standard.
- **An OBJECTIVE** is a more focused description of what students need to know and be able to do at the completion of driver education. If students have mastered the objectives associated with a given standard, they are judged to have mastered that standard and to be prepared to operate a vehicle.
- **AN INDICATOR** is a measureable or observable student action that enables one to evaluate if a student has mastered a particular skill or objective. Indicators can guide driver education instruction and assessment.

Intended Learning Outcomes for Driver Education

Few things are more important to a high school student than obtaining a driver's license. Sadly, many of these young drivers will face tragedy through loss of property, physical capability, or even life. The leading cause of death in teenagers is related to motor vehicles. Driver Education is given the task of creating safe motoring for a lifetime. Educating students with skill, attitudes and knowledge prepares them to make our highways safer for everyone. Driver Education teachers instill effective communication methods that will encourage young drivers to respect the automobile, the vehicles that share the road, the laws and consequences of impaired driving, and acceptable mental and social skills when faced with challenging driving situations. High school Driver Education classes create strong citizens who are aware of their responsibilities as skilled drivers in a complex highway transportation system.

By the end of the Driver Education instruction, students will be able to:

1. Demonstrate basic and advanced driving strategies.
2. Exhibit perceptual and decision-making techniques.
3. Understand the importance of strong psychological and physiological conditions of the driver.
4. Respond to test questions pertaining to Utah State Driving Laws with 80% proficiency.
5. Identify the structure of the highway system, including signs and highway design.
6. Understand the characteristics of an automobile that increase safety and protection, and the maintenance required.
7. Identify safety measures that prevent accidents, including railroad crossing safety, distracted driving, effects of drugs, and sleep deprivation.
8. Understand the driver's civic responsibility towards the community and environment.

Standard 1: The student and parent (or legal guardian) will discuss the process of the Graduated Driver License Law and parental responsibilities, and review crash statistics and risks associated with driving and how parental involvement can establish lifetime safety for new drivers.

Objective 1: Parents and students will discuss and identify the Graduated Driver Laws.

- a. Identify the positive effects of parental involvement in the teen driving process.
- b. Discuss rules and responsibilities of the Graduated Driver License Law as it pertains to the new driver.
- c. Discuss the responsibilities of parent, student and educator during the driver education course.

Objective 2: Parents and students will discuss the risks of dangerous driving behaviors.

- a. Discuss the risks of distracted driving.
- b. Examine the consequences of texting while driving.
- c. Identify the benefits of properly using safety restraints.
- d. List hazards from aggressive driving behaviors.
- e. Discuss how use of alcohol and misuse of all drugs can increase crashes.
- f. Discuss risks involved with drowsy driving.

Objective 3: Understand Utah Law as it relates to the Graduated Driver License.

- a. List parental responsibilities for student driving behavior.
- b. Examine Graduated Driver License time restraints.
- c. Identify legal passenger laws for the Graduated Driver License.

Standard 2: Students will demonstrate and identify basic driving strategies.

Objective 1: Students will develop a pre-driving routine.

- a. Examine vehicle upon approach (front, back and to the sides).
- b. Adjust the seat and mirrors.

- c. Identify vehicle gauges, alerts and warning symbols.
- d. Apply safety belts/restraint devices for driver and all passengers according to Utah state laws.

Objective 2: Students will understand the steps in turning, stopping, and parking.

- a. Demonstrate straight line backing.
- b. Demonstrate parallel parking.
- c. Demonstrate uphill and downhill parking.
- d. Demonstrate proper U-turn.
- e. Demonstrate a two-point turn.
- f. Demonstrate a three-point turn.
- g. Demonstrate proper left and right turns.
- h. Demonstrate steps to a safe and legal lane change.
- i. Demonstrate procedure at four-way and two-way stop signs.
- j. Demonstrate lane positions at a stop light.
- k. Identify speed limit laws as they pertain to various driving conditions.

Objective 3: Students will understand the physics of driving.

- a. Analyze the effects of gravity and energy of motion on a vehicle.
- b. Negotiate uphill and downhill travel.
- c. Demonstrate proper speed and lane position on curves.

Objective 4: Students will identify the unique strategies of highway/freeway driving.

- a. Identify the laws as they relate to highway and freeways.
- b. Demonstrate the appropriate merging and exiting highway and freeway interchange.
- c. Identify the signs, signals, and markings on all highways and the proper response to each.

Objective 5: Students will describe and demonstrate proper driving in rural environments.

- a. Recognize and respond to slow-moving vehicles.

- b. Identify proper response to animals near or on the road.
- c. Discuss proper lane selection, speed, and passing on rural roads.

Objective 6: Students will identify reduced visibility conditions.

- a. Recognize adjustments for night driving.
- b. Discuss proper use of headlights.
- c. List the visibility effects from various weather conditions.

Standard 3: Students will discuss and identify roadway signs, signals, markings, and how they pertain to rules of the road and traffic laws.

Objective 1: Students will identify how signs and markings alert drivers to actions and operating procedures necessary.

- a. Identify and readily recognize the meaning of the signs by their shapes, colors and symbols.
- b. Identify and describe the meanings and actions regarding pavement markings and traffic signals.
- c. Demonstrate appropriate drivers responses to roadway signs, traffic signals and roadway markings.
- d. Develop an awareness of local ordinances.

Standard 4: Students will develop defensive driving skills and strategies.

Objective 1: Students will apply a decision-making process in identifying potential hazardous conditions and situations.

- a. Analyze and anticipate road and off-road occurrences through the process of scanning.
- b. Recognize the need to divide focal and mental attention between intended travel path and other tasks.
- c. Develop skills in selecting, maintaining and adjusting speed to reduce risk of collision.

Objective 2: Students will identify the proper spatial relationships to maintain a safe position with other vehicles.

- a. Identify the blind spot areas to the front, sides and rear of own vehicle and the blind spots of surrounding vehicles.
- b. Recognize proper following distance.
- c. Identify speed control adjustments.
- d. Identify braking adjustments.
- e. Recognize lane position/placement and visual reference points for setup, entry to and exiting from a driving lane.
- f. Identify the IPED (Identify, Predict, Decide, and Execute) Process to increase the ability to drive defensively.

Objective 3: Students will recognize the best protective strategies to apply in crash situations.

- a. Advocate for the use of active restraints for driver and passengers.
- b. Advocate for passive restraint devices.
- c. Explain proper hand placement on steering wheel.
- d. Explain the dangers of loose objects inside vehicle.

Standard 5: Students will recognize the importance of sharing the road with other motorized and non-motorized roadway users.

Objective 1: Explain and understand the concepts of driving with pedestrians and animals.

- a. Describe problems that pedestrians can pose for drivers.
- b. Explain how to avoid collisions with pedestrians.
- c. Describe the pedestrian's responsibilities.
- d. Identify ways drivers can avoid collisions with animals.

Objective 2: Identify precautions involved in sharing the road with bicycles, motorcycles, and other off-road vehicles.

- a. Identify situations involving cyclists and explain actions that drivers can take to reduce the risk of collision.

- b. Describe the responsibilities of cyclists and other off-road vehicles.
- c. Describe problems that cyclists and other off-road vehicles can cause for a driver, and explain how to manage risk in each circumstance.
- d. Recognize, understand and react to hand signals used by bicycles, motorcycles, and other off-road vehicles.

Objective 3: Describe driving strategies associated with large vehicles and emergency vehicles.

- a. Explain the importance of visibility regarding a vehicle's height and weight when traveling around or with large vehicles.
- b. Understand laws and procedures when confronted with emergency vehicles on the road.
- c. Describe precautions drivers should take near slow moving vehicles. (e.g., tractors, oversized loads, commercial trucks).

Objective 4: Discuss the adaptation necessary when approaching and traveling through work zones.

- a. Identify work orange signs and what dangers follow.
- b. Describe the proper way to merge lanes and correct following distances to prevent collisions.
- c. Recognize the proper procedure to allow work trucks to merge or cross work zones.
- d. List the dangers of speeding through work zones.
- e. Advocate for discontinuance of distracted behaviors (refer to standard 1 objective 2)and including observation of work zone activities unrelated to traffic control.
- f. Identify the problems when driving through work zones at night.

Objective 5: Explain and demonstrate proper procedures when approaching railroad crossings.*

- a. Identify steps taken when crossing railroad tracks.
- b. Recognize and identify signs related to both trains and light rail.
- c. Describe steps associated with stalled vehicles on railroad crossings.

d. Understand the braking and stopping times of trains and light rails.

***Utah State Law—Utah State Code 53A-13-201.5a: “[Driver’s Education classes are to] require at least one hour of classroom training on the subject of railroad crossing safety for each driver education pupil.”**

Standard 6: Student will understand how attention to proper vehicle operation can avoid crashes and the importance of proper response to potential and immediate situations.

Objective 1: Students will describe techniques when handling tire and brake emergencies.

- a. Identify conditions that create traction loss.
- b. Describe how traction and vehicle balance are affected by steering, acceleration, deceleration and roadway surfaces.
- c. List the effects of speed and vehicle control.
- d. Understand the advantages and proper braking technique of 2-4 wheel anti-lock braking systems (ABS).
- e. Describe proper driving techniques during adverse weather conditions.

Objective 2: Students will identify how emotional situations can lead to dangerous driving behaviors.

- a. Understand how driver errors can lead to aggressive behaviors.
- b. Describe how aggressive driving leads to road rage.
- c. Discuss how to respond responsibly to aggressive drivers.
- d. Discuss how courtesy towards other drivers can promote safer roadways.

Objective 3: Explain procedures taken when involved in an automobile crash.

- a. Explain the proper protocol to assist at the scene of a crash.
- b. Discuss Utah’s Good Samaritan Law.*
- c. Explain penalties for leaving the scene of an accident.

- d. Identify the safest and most helpful procedure when passing a crash site.

***Utah State Law—Utah State Code 78B-4-501.1: “A person who renders emergency care at or near the scene of, or during an emergency, gratuitously and in good faith, is not liable for any civil damages or penalties as a result of any act or omission by the person rendering the emergency care, unless the person is grossly negligent or caused the emergency...including motor vehicle accidents.”**

Standard 7: Students will understand that driving and the use of alcohol and drugs affect judgment and motor skills, and that the dangers associated with these conditions not only can result in loss of driving privileges, but potential loss of life.

Objective 1: Students will describe the effects of alcohol and drugs on the body as it relates to responsible driving.

- a. List how alcohol and drugs affect drivers differently. (i.e. body weight, tolerance, time).
- b. Identify the amount of alcohol in various drinks.
- c. Explain the synergistic effects of mixing drugs and alcohol.
- d. Describe the effects of alcohol on judgement, perception, vision, reaction time, and the risks involved.
- e. Predict the increased likelihood of a fatal traffic accident after drinking or using drugs.

Objective 2: Students will describe Utah law as it pertains to the use of alcohol and drugs.

- a. Describe the Utah alcohol law as it relates to responsible driving.

- b. Predict the time it takes for alcohol to reach the brain and other vital organs.
- c. Explain the penalties for driving while using alcohol or other drugs, including over the counter and prescription medication.
- d. Describe penalties for alcohol use and abuse under Utah law.
- e. Describe the Utah Implied Consent Law and the enforcement of such.
- f. Discuss the effects alcohol and related crashes have on individuals and communities.

Standard 8: Students will understand the importance of organizing and planning distant travel.

Objective 1: Understand how planning can save energy, time, and money.

- a. Design a short and a long trip using state and national maps.
- b. List preparation for vehicular and personal needs.
- c. Calculate the cost of a short and long trip.
- d. Explore alternative routes for a trip.
- e. Identify internet resources to assist in travel plans.
- f. List preparation and loading techniques for travel.

Objective 2: Recognize how planning ahead can be economically efficient as well as saving time and fuel.

- a. List strategies that will save fuel when driving short and long distances.
- b. Identify vehicle preparation.
- c. Report the advantages of turning off the car when long idling periods occur (in compliance with SR0003 2012).

Standard 9: Students will understand that responsible driving includes attention to our environment.

Objective 1: Understand the impact of fuel and other fluids on our environment.

- a. Describe emissions and pollution produced while driving and idling.
- b. List driving strategies that can increase fuel efficiency.
- c. Recognize use of alternative fuel vehicles to improve the environment.

- d. Analyze how mass transportation and car pools can improve air quality
- e. Discuss the rules and penalties for car pool lanes.

Objective 2: Discuss effects of littering and value of recycling used vehicle fluids.

- a. Discuss laws and penalties for littering.
- b. List vehicle fluids and parts that can be recycled.
- c. Discuss penalties of improper disposal of vehicle fluids.

Standard 10: Students will understand the financial and legal responsibilities of vehicle ownership.

Objective 1: Determine the cost of owning and driving a vehicle.

- a. List the various costs associated with owning and operating a vehicle.
- b. Explain how to select a new or used vehicle based on expense and need.
- c. Describe the options and steps when purchasing a vehicle.

Objective 2: Understand Utah motor vehicle insurance requirements and coverage.

- a. Explain how insurance works, different types of insurance, and factors that affect the costs.
- b. Describe how to comply with Utah vehicle insurance laws.
- c. Identify reasons individuals have automobile insurance denied and revoked.
- d. Discuss penalties associated with driving without insurance.

Standard 11: The student will explain how preventative maintenance on motor vehicle systems can improve safe operations.

Objective 1: Understand how basic vehicle maintenance can prevent vehicle malfunctions.

- a. Describe how an activated warning symbol can prevent breakdown of a vehicle.
- b. Identify how under-the-hood vehicle maintenance can increase engine longevity.

- c. List important fluid check to maintain vehicle operation.
- d. List consequences of poor tire conditions.
- e. List the adverse effects of idling on vehicle performance.

Objective 2: Recognition that the condition of tires has an effect on safe operations.

- a. Describe the effect of balance and rotation of tires on wear.
- b. List the indicators that tires need to be replaced.
- c. Understand the effects of heat and cold on the condition of tires.
- d. Describe how inflation can change the footprint of the tire.